

# APPENDIX D

*The National Standards*



## THE NATIONAL STANDARDS

### DEVELOPING HEALTH LITERATE, PHYSICALLY EDUCATED INDIVIDUALS

Comprehensive health education and physical education are complementary disciplines, both focusing on the achievement of lifelong wellness. Professional organizations have developed national standards documents in each area. In New Jersey, teachers are required to provide students with educational experiences that support the *New Jersey Core Curriculum Content Standards in Comprehensive Health Education and Physical Education*. It is important, however, that educators be cognizant of the national standards and their impact on the development of New Jersey's *Standards*. The national standards are summarized in this section; however, to view the entire content of these documents contact the appropriate professional organization, as listed in Appendix A of this *Framework*.

#### Physical Education

The National Association for Sport and Physical Education (NASPE), an affiliate of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) has developed an important document that is necessary reading for all physical educators. *Moving into the Future: National Physical Education Standards: A Guide to Content and Assessment* (1995) provides K-12 physical educators with voluntary standards that answer the question: "What should students know and be able to do?" and are based on the definition of a physically educated person. According to NASPE, a physically educated person:

- Has learned skills necessary to perform a variety of physical activities.
- Is physically fit.
- Does participate regularly in physical activity.
- Knows the implications of and benefits from involvement in physical activities.
- Values physical activity and its contribution to a healthful lifestyle.

The National Physical Education Standards establish that a physically educated student:

1. Demonstrates competency in many and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

The national standards are presented according to grade level (K, 2, 4, 6, 8, 10, and 12). Within each grade level, the standard is further defined, followed by a listing of key points of emphasis for that grade level. The document was developed to provide classroom teachers and educational administrators with clear, concise descriptions of content and skill expectations and to provide guidance for the development of appropriate assessment practices.

## Health Education

The *National Health Education Standards: Achieving Health Literacy* (1995) were developed by a coalition of professional organizations and non-profit agencies. These national standards served as a starting point for the development of the *New Jersey Comprehensive Health Education Standards*. The *National Health Education Standards* identify what knowledge and skills students should know and be able to do in order to achieve health literacy.

A rationale statement supports each standard. Numerous performance indicators to be attained by the end of grades 4, 8, and 11 are also included. The document arranges the content by grade level as well as by standard. In addition, the document addresses issues such as instructional time, collaboration, and resources. The document, in its entirety, is available from AAHPERD or the American Cancer Society. The *National Health Education Standards* include the following:

### Students will:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health-promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and other factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family, and community health.

The national document also includes *Opportunity to Learn Standards*. These 61 standards provide guidance and direction for program implementation to local education agencies, communities, state education agencies, national organizations, and institutions of higher learning responsible for teacher preparation. The *Opportunity to Learn Standards* establish a call to action, outlining strategies to improve the delivery of health education initiatives. Examples of these standards include the following:

- For children and youth to achieve health literacy, **local education agencies** must provide for collaborative planning among school personnel, students, families, related community agencies, and business organizations to design, implement, and assess health instruction for health literacy.
- For children and youth to achieve health literacy, **community agencies** must create community awareness and support for school health instruction.

- For children and youth to achieve health literacy, **state education agencies and state health agencies** must collaborate to establish health education as a core academic subject.
- For children and youth to achieve health literacy, **teacher preparation institutions** will prepare future teachers to make health education connections across the curriculum.
- For children and youth to achieve health literacy, **national education agencies and organizations** must collaborate to foster public policies advocating health literacy for all children and youth.

### Summary

The *National Health Education Standards* and the *National Physical Education Standards* are blueprint documents designed to establish both disciplines as core academic areas. Comprehensive health education and physical education are complementary disciplines focusing on the achievement of lifelong wellness. Educators need to be familiar with these important national documents that establish voluntary standards for health and physical education instruction and use them as resources when developing their own instructional program.